The Physical Educator

of

PHI EPSILON KAPPA

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In the Editor's Corner

Policy or Reason?

OVER MY DESK AT THE UNIVERSITY, is a framed cartoon. It shows an irate businessman, either the sales manager, or a prospective customer, pounding on his desk. A timid "Casper Milquetoast" sort of person sits at the side during the tirade. Underneath is the caption:

"There's no reason for it, I tell you! It's just our policy!"

We need aggressive people who will fight for what they think is right, who will stand up for the principles they believe in. We need also, conscientious, hardworking people, many of them, who will make possible the attainment of the goals these principles establish. But above all, we need people who have *reason* in back of the policies they develop, considered judgment, based on thinking and weighing of the facts, in light of professional training and experience.

The man pictured in the first paragraph was speaking truer words than he realized. How many of us, creatures of habit that we so often are, have more than tradition, or custom, or daily routine to help us decide on a course of action? Isn't it a fact that all too often, we accept half-truths, half-baked ideas, questionable philosophies, or the "lazy man's way out" simply because we read them somewhere, hear them over the radio, or it's too much work or bother to challenge our own beliefs and get a new set, or reinforce the old?

Let's make a start TODAY, and see if we can't have a *reason* for the course we are pursuing, a sound foundation for our actions. Let's justify our curriculum because it is making the best possible contribution to the boys and girls in our community. Let's justify our contribution to the field by making it the best our resources, our initiative, our ingenuity, and our abilities will permit. And finally, let's justify our profession as a genuine and important part of the educational pattern through the policies, based on *reason* which we establish, and the all-round contributions we make every day, both in school and in our community.

C. O. Jackson

Modern Dance—A Warning!

Mary Anthony*

SEVERAL YEARS ago I was invited to a large college to teach all the modern dance classes for one day. Afterwards the head of the physical education department asked me if I would join the staff the following year. I was due back in New York but decided to stay over and watch classes the next day. When I had, I understood her offer. The regular teacher was a young girl who had entered the physical education field because she enjoyed sports. She disliked modern dancing, had studied it because she was required to, and so was teaching it half-heartedly and very badly. Since then I have taught for a day or a week at many colleges and universities throughout the country. Many have fine departments but occasionally I have been shocked at the inadequacy of some of the teachers responsible for classes in modern dance.

Then I chanced to read an article by Dr. Arthur Steinhaus in which he indicated that teachers of dance in high schools and colleges in their enthusiasm for better dancing, are apt to consider as by-products the physiological outcomes: strength, power, agility, flexibility and endurance. He urges these teachers to sacrifice a bit of dance perfection in exchange for them. I want to say to Dr. Steinhaus: There need be no "sacrifice," for the two are inseparable and there is a division only in the instances where modern dance is improperly taught. Sadly enough in too many cases it *is* improperly taught in colleges and to an even greater degree in high schools.

Lack of Training

Unfortunately because the physical education teacher must be equipped to teach so much and has only four years to gain her knowledge, she is forced to learn modern dance in a hurry, because there is an ever-increasing demand for it. More often than not, she has entered the physical education field because she herself enjoyed *sports*, which are almost antithetical to dancing and rhythms, and so learns only a smattering of modern dance which she teaches badly and with resentment at having to teach it at all. This is especially true in high schools. A notch above the teachers already mentioned are those who do feel responsible and so attempt to remedy the situation by taking "concentrated Christmas courses" or "concentrated summer courses" at the big studios in New York. These courses are the joy and despair of the studios,

Mary Anthony and Partner

since certainly they make money but are inadequate insofar as imparting sufficient knowledge for teaching.

In any event, *it is impossible to teach modern dance in its form as a concert art* in high schools and colleges. It is as rigorous in its demands as classical ballet. No one would think of attempting to teach classical ballet in physical education and yet I have found teachers giving the most complicated of Martha Graham, Humphrey-Weidman, Hanya Holm techniques (or a smattering of all four) to unprepared bodies. The insidious injuries of a life long nature (of which Dr. Steinhaus complains) are the results of such teaching: bad posture, weak backs, fallen arches, many and various injuries to the knees and ankles. To become a concert dancer takes ten years. The process cannot be hurried. There are no tricks or short cuts. It

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means *daily* training in extremely difficult exercises for at least three years. The college and high school teacher and the student she will teach at best will have one or two classes for perhaps two years.

Does this mean modern dance should not be taught? No, in its simpler form, it can be learned quite easily and next to swimming is the exercise of most value to the developing body. The *plie* or knee bend which is the basis for most dance movement, since it is the control in every fall, the preparation for every jump, skip or leap, and the cushion for every landing properly executed is the best single exercise for beauty and strength of the legs since it involves every muscle in the leg.

The Teacher

The real mistake is the failure of the teacher to realize that before one can teach dancing, one must first have a body that is well-balanced, correctly aligned, and in good muscular tone. Such a body can be achieved only through simple exercises. In the big studios in New York students are required to take these exercises before they are admitted to even a beginners' course. At Martha Graham's this course is called "Introductory," at the New Dance Group it is called "Fundamentals." Only when a teacher feels that her student's body is *ready* for dance movement is the student promoted to a beginners' class. In one case it may be in a few weeks, in another, a year.

"Well," I've had a college teacher complain to me, "what are we to do? The students are supposed to have an hour for dance class, but they must undress and after class, shower, dress and get to their next class, so they have only twenty minutes on the floor."

My answer is that the teacher must refuse to teach on the grounds that such a short period simply irritates the muscles, producing stiffness and injuries for which she should not be forced to be responsible.

With our ever expanding curricula, exercises and dancing are being pushed aside more and more and it will take vigorous resistance on the part of every teacher to prevent this. Never have our students been so in need of relaxation and exercise, instead of competition and sports.

The Average Pupil

I am constantly appalled at the bodies of the students on their arrival for their first fundamentals class. They average between 17 and 25 years of age, yet:

1. Ninety percent of them cannot touch even their finger tips to the floor when I ask them to bend over
2. Thirty-five percent have entirely flat feet and sixty-five percent have fallen transverse arches
3. Seventy-five percent are unable to "turnout" yet children can do so easily (An example of "turnout" is sitting on the floor, knees bent, footsoles touching. The knees should be able to almost touch the floor.)
4. I could say almost one hundred percent have some defect or curvature of the spine from the very simple to the extreme
5. The students are without exception poorly coordinated
6. Their ability to respond kinesthetically is sluggish and is lethargic (for example being able to distinguish between their right foot and their left foot, between shifting a hip or bending a knee)

The posture defects I blame largely on laziness, lack of muscle tonicity, bad shoes, bad furniture, hard sidewalks, and big city tensions (noise, traffic, haste, etc.). For mental lethargy I blame our radios, our movies, our television, and our present day tendency to avoid *thinking* whenever possible. Something insidious and devastating seems to happen to our bodies after we are six and seven. You do not teach movement to six year olds, *they* teach *you*.

The First Class—Exercise and Movement

And so I began to experiment in my teaching in ways to give my students the body freedom they had enjoyed as children. As always I taught the simple body-strengthening exercises for the first half-hour. It is important that the student understand the purpose of each exercise.

After the exercises I let each class discover movement for itself, as I often had with children:

1. First, I ask what can they do without moving their feet at all? After one moment of silence, the re-

Mary Anthony Directing

sponses pop like firecrackers: they find they can bend, roll, twist the head; they can flex, extend, raise, lower and swing the arms, and, by combining, even make a pattern. They can lift, lower and rotate the shoulders. They can shift the hips. They achieve depth by bending the knees, height by going on their toes. They are delighted.

2. Then, they are free to move one foot and discover extensions, swinging the leg, lunging and direction.
3. They are permitted to move both feet but only within a certain small radius and so they discover pivoting, turning and jumping.

Then they go on the "diagonal" and see how the movements they have invented can be moved through space. I choose perhaps a combination of one of their arm movements with one of the head movements (for example, while walking, lifting the arms overhead while bending the head down, bringing the arms down while bending the head back). They soon catch on and are making their own combinations. By the end of class all self-consciousness and tensions are gone. They are excited, and with good reason, for they have regained something they had possessed and lost: the awareness of their bodies as creative instruments.

The Second Class—Walking

The next class after the half hour of exercises we examine our process of walking. They walk naturally across the floor and because they are now aware, they are as appalled as I am at the sound of their heels thumping on the floor and can see how given the addition of high heeled uncomfortable shoes and a hard pavement the spine is jarred into an unyielding stiffness. They learn to walk correctly naturally and then move on to a dancer's walk which is the exact opposite (natural-heel descends first, dancer, toe first). This is for the purpose of silence (the Indians walked toe first, toe) and to train the big toe in its role of shock absorber when the foot descends from the air.

The Third Class—Plie and Releve

In the next class, after the exercises, we go into the *plie* or knee bend. And let me say there is only one kind of *plie*, a perfect one, and it is the same in a good ballet class as it is in a good modern class. The feet are turned out only as far as the leg can be turned out at the hip, the back is perfectly straight (a sway-back during a *plie* is actually injurious) the head resting easily on the spine, the buttocks are free, not pinched. In bending the knees, it is imperative that the arches of the feet are lifted and that the kneecap as the knee bends moves in a line out over the third toe of the foot (*never* forward). The straightening of the knees should be performed with resistance (I ask my students to imagine that they have a 20-pound weight on their heads that they must *push* up). It is the power developed in this straightening that later enables the student to jump and leap.

After the *plie*, they study the *releve*, or going up on the toes. In this exercise also, the body remains perfectly aligned. The heel is lifted by the contracting of the muscles of the calf. The heel must go up in line with the big toe (never over the other toes) and at the height of the releve the knees are taut and the body weight is distributed over the ball and the big toe of each foot.

The Fourth Class—the Feet, Structure and Function

The following class we examine the feet by having the students work with partners so they can observe each other. In this way they share my horror at the effects of "civilization" and are eager to correct them. We examine the foot in detail. They can see that when the toes are "pointed" there is a hollow in the ball of the foot. I explain that the hollow is made by a wall of contracted muscle which serves to protect the bones of the metatarsal arch when the feet are descending from the air. Then we jump. They inevitably jump badly at first. I explain that the plump-plump harsh sound they hear is the bones of the metatarsal hitting the floor and so being bruised, and that if they point their toes, both the sound and the bruising will cease. We try again, and there is quite a difference.

Further Classes

But it takes weeks to learn to jump properly, for it is a perfect plie released through a perfect releve into the air with straight knees and pointed toes and a descent through a perfect releve into a perfect plie. *Only after the students as a class are jumping well do we attempt to leap.* For as you jump so will you leap. Training your students to jump properly first is your guarantee against a sprained ankle or twisted knee. A dancer can be hurt in only four instances:

1. Improperly warmed up
2. Fatigue
3. If a movement is not understood
4. An external defect (bad floor, etc.)

Once the students have gained muscle tonicity through the floor exercises, once they can releve, plie and jump properly, they are ready for dance movement. The simple combinations of these elements are endless. I insist students will gain more from many combinations of movements they can understand than from trying to copy a few complicated Holm, Graham, or Humphrey-Weidman movements they could never execute properly without years of training.

So much for the students.

What About the Teacher?

Take the concentrated courses in New York but be wise to *take* the beginners' classes so you will experience the movement you should be teaching and *watch* the intermediate and advanced class for movement ideas. Time and again I have had a teacher insist that she be permitted to take an advanced class because she has taught for 10 years, only to have her falter hopelessly because she is competing with students who take not one but several classes *daily*.

Then there are those who refuse to take class at all and instead sit on the sidelines furiously taking notes. Often as not they are so busy writing they do not see the real crux of a movement and so when they come to teach it, teach it incorrectly. I beg them to watch *kinesthetically* and not take notes. Hanya Holm, my teacher, and a very great one, used to say, "let your *muscles* remember."

Also when in New York supplement your work at a major studio with a visit to the New Dance Group in three studios, where more than 1000 students are enrolled; you can watch not only Graham, Holm and Humphrey-Weidman technique but also ballet, Hindu and Ethnic, Haitian and social dancing. You can see dancing being taught not only to students interested in becoming professional dancers but to lay people such as you are most apt to have in colleges and high schools.

The combinations of movements are as infinite as the combinations of notes on a piano. It is far better for a teacher to study her body and create new movements of her own. Understanding them she will teach properly and with conviction. Lastly, let her realize that the great dance teacher seeks stimulation everywhere, by studying sculpture and paintings, by watching people everywhere closely, by reading poetry, by listening to great music.

Concluding Statement

Let her remember that modern dance is the most complete physical expression of the inner body spirit. In contrast to ballet which begins at the periphery and works in (at the fingertips and often stopping at the shoulders, at the pointed toe and often stopping at the hip) modern dance begins at the body core and moves outward. In ballet an arm is lifted because it has been so lifted for more than 100 years. In modern dance it is lifted because of an inner necessity. But no matter how great the inner necessity, the body must be properly trained if there is to be complete expression.

A student may wish to write a sonata for the piano but cannot do so until he has mastered scales, keys, tempos. A painter can splash color on a canvas, but not really paint until he has learned to draw, to mix oils. And so a person can move without training, but he cannot dance. The difficulty with the art of our time is that everyone is seeking a short cut. There is none.

The same thing is true in our living. We think if we can hurry, condense, capsulize we shall have more time. More time for *what?* If you as physical education teachers can help your students to relax this mad pace perhaps we shall have a beginning.

Some Thoughts

"Sir, no man who unselfishly serves the health and happiness of the school children of America is a fool. The fool, rather is the individual who cannot evaluate the rewards of earthly living sufficiently to grasp this opportunity to service." William A. Howe, M. D., as reported in The Foil, 1953 issue.

Wisdom is knowing what to do; skill is knowing how to do it; and virtue is in doing it.

—Anonymous.

It never pays to tell other people how to live their lives. If they don't have as much sense as you do, they won't take your advice, and if they do, they don't need it.

—Oakland, Ia., Acorn.

The reason older people are quiet is because they have a lot more to be quiet about.

—Re-Saw.

EXASPERATION DEFINED

Exasperation is the way you feel when the telephone line is busy, and then you forget the number you've just called.

—Washington, Ia., Journal.

SO?

When the time comes for the meek to inherit the earth, taxes will be so high they won't even want it.

The Great Debate of 1953

R. O. Duncan

THE articles by Dr. McCloy, Dr. Oberteuffer and Dr. Williams, in the May, October and December issues of *The Physical Educator* were excellent examples of one of our greatest problems in physical education namely, the identification of its nature and scope. The four articles were interesting and enlightening, and one had the feeling that he was at a panel discussion, or a seminar, with these three leaders, who have made such vast contributions to the field of physical education.

Agree on Many Basics

After reading Dr. McCloy's reply in the December issue, I do not believe that the three are too far apart on basic issues. McCloy points out in the December issue that he is critical of incompetent and lazy teachers who do not prepare for their classes and do not instruct the students. Everyone would agree with this criticism. However, he is referring to an instructional weakness which could prevail in either kind of program—that advocated by him in the May issue or suggested by Dr. Oberteuffer in the October issue.

The academic leaders in physical education have written, spoken, and lectured about the meaning of physical education for many years and will continue to do so. Naturally, there will be differences of opinion in physical education as in all areas of education. Our leaders can disagree with understanding; however, a misunderstanding as to the nature and scope of physical education on the part of elementary and secondary school administrators and patrons will hamper the development of programs at the levels where they are most needed.

Gaining Stature

Supervisors and directors of physical education in state departments, who come into close contact with the problems of physical education at the local level where the children are being educated, realize that much remains to be done in order that physical education be accepted as an integral part of education. In order to do this, it will be necessary, to take from all that Dr. Oberteuffer, Dr. McCloy, and Dr. Williams cover in their "great debate" plus the best thinking from all of our leaders, and formulate a sound and simple approach which will appeal to people as being essential in the education of children and youth.

We must be able to establish that physical education involves experiences which all children and youth must have as a part of their education. And, furthermore, we must demonstrate that these essential experiences cannot be obtained through other areas of education without the gymnasium and playground and scheduled physical education. Our best minds and their most critical thinking should be directed to this problem, rather than to academic discussions and criticisms over and above the realism and comprehension of the millions of parents who determine the content of the educational curriculum for their children.

One Program vs. Another

The weakness of a strictly "planned exercise program" is that parents and patrons will maintain that their children secure all of the exercise they need to grow and develop physically without school time being devoted to physical education classes. So we need other outcomes to convince the parents and patrons.

The weakness of the social, emotional, mental outcomes approach, is that the same parents and patrons, as well as school administrators, will maintain that these desirable goals can be attained through social studies and other areas without physical education being scheduled in the school day.

The Elementary and Secondary Levels

Physical education must continue to expand here if it is to make its maximum contribution to children and youth in America. There are over twenty-three million children enrolled in elementary schools and about seven million in secondary schools. In 1950 there were thirteen million boys and girls, 14-19 years of age. By 1960 this figure will be seventeen million.

What is necessary in order to have physical education accepted as an integral part of education for the millions of children and youth enrolled in grades 1-12? Sports programs such as Little League Baseball, Biddy Basketball, Iddy Biddy Basketball, Pop Warner Football, and similar programs are sweeping the country and gaining powerful acceptance even though such programs bear the criticism of all of the educational groups concerned with physical education, health education and recreation.

What's To Be Done

We must, first of all, point to some recognized basic needs which can be successfully met through physical education. We must glamorize physical education, make it meaningful and fun for children, and practical to the administrators and parents. There are many basic needs of children and youth, but the following are unique in that if the school accepts responsibility for meeting them, it will necessitate physical education being taught.

Physical Fitness

There are dangers and shortcomings in this term; however, it should be apparent that there is a physiological need for the development in children and youth of the basic characteristics of physical fitness (strength, agility, balance, flexibility, coordination). It may be called what you will, but this need is exemplified by Dr. McCloy's call for sufficient planned exercise for sound organic development. The degree of fitness to be attained and the type of "physical training" or "exercise program" would necessarily vary with the individual's age, sex, health status and many other factors.

The basic principle involved is simply that we cannot permit the physical development of children and youth to be left to chance. The school has a responsibility, and if it is assumed, there must be a physical education program to meet the need. It is obvious that a program designed to improve physical fitness cannot be carried on in the classroom or library, but must be scheduled in the gymnasium, playground, pool, or a similar place designed for physical education.

Sports Education

Whether we like it or not, sports are tremendously important to people in America, and are an important part of our culture. Children have a need to play—it is the most fundamental thing about a child. Educators have long recognized this fact and provided play periods, recesses and play facilities, for schools.

This need for play points up the necessity for skillful guidance and instructions in *how* and *what* to play. Anything as important as play in the life of a child, should not be scheduled *only* on a recess basis. In play, inhibitions diminish and words and actions come from the heart, the emotions come to the surface and may range from the highest manifestations of good sportsmanship to the lowest type of anti-social behavior.

As children reach the fifth or sixth grade, the play interest becomes a sports interest—team and individual sports and games become an essential part of their growing up. If the school accepts the responsibility of teaching children the skills necessary to participate in sports and games, there must be physical education in the curriculum. These activities can only be successfully taught on the play fields, in the gymnasium, pool, and in similar teaching stations.

General Education

The teaching of sports and related activities naturally involves the aspects of general education recognized by Dr. Oberteuffer. Citizenship, character, social and moral outcomes, are all a part of this program and can be acquired more readily perhaps in a physical education situation than through any other school activity. There are other desirable outcomes such as health, recreational use of leisure time, the ability to get along with people, and so on.

In Summary

The teaching of sports skills and the development of fitness must be made available to *all* the children of *all* the people. The highly emphasized sports programs which are capturing the public fancy cannot fulfill the educational objectives of "education for all." Physical education can do this and parents are ready to "buy" such a program if it is presented by physical educators.

Physical education's survival in the school program depends upon its contribution to the essentials of education. We must agree upon these essentials and present them in such a manner that they will be accepted by parents, patrons, boards of education, and school administrators. Physical educators may accept the principles of McCloy or Oberteuffer or Williams, or any combination.

Concluding Statement

The important objectives of our program will remain to—

(1) Develop a program which teaches skills which children and youth need to learn;
(2) Demonstrate that the learning of these skills depends upon physical education being in the curriculum;
(3) Apply educational methods to the physical education program. This means adequate planning, organization, instruction, learning, progression and evaluation;
(4) Provide physical education for *all* children and youth.

This presents one of the greatest challenges today to professional people.

SOME CHUCKLES

These trying times are the good old days we'll be longing for a few years from now.

—Acid Fumes.

The adolescent years are trying ones for the teen-ager. If he isn't trying to get his allowance increased, he is trying to get hold of the family car.

—Wall Street Journal.

When you're too busy to smile, then you're too busy.

—The Lincoln.

The perfect squelch I seldom use,
Though often on the brink of it.
My trouble: Too much time ensues
Before I ever think of it.

—Blandis Broke Pile.

A Dynamic Concept of Posture Screening At the Elementary Level

Harvey E. Billig, Jr.
and
Evelyn Loewendahl

IN EVALUATING the present approach to posture screening at the elementary school level, we find the concept of alignment plus balance being the points emphasized. For some time, the principle of balance and the force of gravity on the large musculature which maintains the segments of the body in a central line has been understood. From this basic concept we have set up programs with a view to bringing back into alignment those parts which are carried off the center of gravity. The by now well-known "silhouette" showing anterior and posterior deviations has been the trade mark of posture screening and can be observed in all modern school programs.

Alignment

Is alignment the whole story of good body mechanics? Does general balance tell us enough about motor stability? In the light of new physiological principles and advances can we enhance our basic concepts and hence our techniques in aiding the growing child to better body mechanics? Let us examine other factors which influence body mechanics. What are they?

Actually, when we are lining up with a plumb line we are taking a static position, or neutral, if you wish to name it that. If we analyze further, we realize that it is the maintenance of the segments of the body in movement that we are really concerned with, in aiming for good posture. It is not the standing position that we are fundamentally interested in, but the walking position, the running position, in other words, the moving position.

Movement and Flexibility

As soon as we introduce the concept of movement we must take into account the ability of the body to move. How flexible is our student? How flexible are the various parts? Do they differ in various segments of the body? How?

In other words, if we are to aid the student to achieve a true alignment in the neutral position, we must determine the ability of the body to assume the line we designate as straight. He cannot stand tall; he cannot tuck under; he cannot put shoulder tips over the center of the hip; he cannot flex knees and bring their weight under the pelvis unless his ligaments which bind and restrict movement are loose and mobile enough to permit him to make the correction once it is pointed out to the boy or girl where he is being held or bound. Are there tests which will indicate points of restriction?

First Test

Starting with the occipital region, the following movements can be made to locate specific areas of restriction in motion:

Sitting in a straight backed chair—hips touching the back of the chair, arms at the side, the student should be able to bring the chin over the tip of the shoulder to a ninety degree angle without feeling stress or strain in any part of the neck region. This movement should be done to both sides.

The correlation between a forward head position in the alignment check-up and tight restriction in the neck region will be noted in this test. The student will not be able to perform the ninety degree rotation of the head without feeling stress and strain upon movement.

How often have we tried to correct the forward head position which we have ascertained through our plumb-line deviation without testing the mobility of the cervical segment. Through long years of lowering of the head, the tissues of that area assume a length and mobility which is shortened and restricted unless they receive special attention through mobilization, stretching, and activizing. This takes specific activity for a specific purpose. When the mechanical ability is present for one to place the head directly on top of the spine without feeling stress and pull on the back of the neck, then the individual is in a position to practice that type of alignment with some chance of success.

Second Test

In moving down the trunk, the second test for mobility is the following:

Seated in a straight backed chair with the hips touching the back of the chair, the student brings his shoulders to a ninety degree angle—twisting his upper trunk around to the right—then to the left—keeping his hips fixed throughout the turn. He should be able to twist in either direction without feeling undue restriction in the back and upper trunk.

Students with dorsal round back which is usually accompanied by forward tipped shoulders and winged scapulae complain of restriction and are unable to complete a ninety degree twist with comfort of mobility. Restriction in these lateral movements may be moderate or marked. They cause immobility of movement as the individual attempts segmental control. The freeing of those segments is indicated in a corrective procedure.

Third Test

In testing restriction in the lower extremity the following position may be taken:

Sitting in a straight backed chair with the hips touching the back of the chair, the individual is asked to extend both legs with the knees straight and the toes pointing toward the ceiling. The extended legs are at a ninety degree angle to the hips. This same position can be taken sitting on the floor, but the position of the trunk must be maintained at a ninety degree angle.

In this position the student complains of tightness or restriction at the back of the hips, sides of the knees, or even down the calf of the leg, depending on how restricted he is in the anterior or posterior ligaments which cross posteriorly to the pelvis, past the knees, down the backs of the legs. In order to bring the alignment of the knees and ankles under the weight bearing pelvis, it is going to be mechanically impossible for that student to make a permanent correction if his ligaments strain and pull each time he attempts to align his segments. The ligamentous attachments will have to be mobile enough to permit the student to hold his lower extremities in proper position without his feeling strain and irritation at the points indicated. The areas of greatest tightness and restriction can be detected readily in the aforegoing described tests.

In conclusion, we wish to emphasize the importance of the role of the ligaments in the concept of proper alignment. With well functioning flexible ligaments the achievement of alignment becomes so much easier. The goal of good body mechanics in the growing stage becomes that much more attainable.

The College Physical Education Association

Troy Hendricks

THE FIFTY-SEVENTH annual convention of the College Physical Education Association was held at the Sherman Hotel in Chicago, December 28, 29, and 30, 1953. In terms of interesting meetings, fine presentations, and especially the large attendance, it was one of the best ever held in the midwest.

The Opening General Session

The first general session was held Tuesday, December 29 from 9:00 to 10:30 A.M. President Elmer D. Mitchell opened the session with his greetings to the group. He expressed his appreciation for the fine cooperation given him during his tenure of office and reviewed briefly the work of the Association during the past year. He praised the various committees for their work during the year and expressed his special thanks to the committee chairmen for their fine leadership and cooperation. As President Mitchell traced the history and development of the College Physical Education Association, and especially its increased membership and scope of activities, he brought out the interesting fact that for many years the organization consisted only of gymnasium directors in colleges and universities. Now, any person interested in the fields of health, physical education and recreation, and employed in a college or university is eligible for membership.

Following the president's greetings, Arthur H. Steinhaus of George Williams College, addressed the group on the subject, "Scientific Principles in Athletic Training." Dr. Steinhaus used selected facts from physiology to illustrate certain scientific principles in athletic training.

Intramural Sports Section

Paul F. Cieurzo of the University of Rhode Island presided here. A panel discussed intramural problems. Members included: Spurgeon Cherry, University of Florida; R. J. Gambeau, University of Michigan; William Scheerer, Wofford College; Howard Ryan, McGill University; Dean E. Richardson, University of California; and A. H. Rhoads, Ohio University.

Problems Section

Leonard Larson of New York University was the presiding officer. Studies reported were as follows: "Highlights of Personnel Status Committee Report," by Seward Staley, University of Illinois; "History of Professional Preparation in the U. S., 1861-1948," by Earle F. Zeigler, University of Western Ontario; "The Derivations and Application of the Principles of World War II Physical Reconditioning Program to the University Program," by Matt L. McBride, Argo High School, Argo, Illinois; "Effects of Violent Competition Upon Certain Projective-type Measures of Personality," by Warren R. Johnson, University of Maryland; and "The Effect of Environmental Temperature on Heart Rate, Deep Body Temperature, and Performance in Swimming," by Don Adde, Kansas State College.

Service Program

Herman Segrest of Texas A & M College was in charge of this meeting. Paul A. Hunsicker of the University of Michigan gave a report of a survey of testing in the required physical education program. Following Dr. Hunsicker's report,

an open discussion of problems in evaluating required physical education was held. A majority of the group felt that standardized tests would be helpful. Herman W. Schnell of the University of Florida stated that a national conference to devise evaluative criteria was being considered.

Teacher Education

At this meeting Ernest B. Smith of the University of Georgia presided. The following topics were presented and discussed: "Teacher Education Program Report on Evaluation Team Project," by W. F. Meredith, University of Pennsylvania; "Professional Preparation, New York State Project," by Francis J. Moench, Cortland State Teachers College; "Student Teaching," by Clyde Knapp, University of Illinois; "Professional Preparation, Tri-State Conferences in the Southeast," by Vernon Lapp, Alabama Polytechnic Institute; "The Air Force Looks at Teacher Preparation," by Harold Berridge, Chief, Research Section, Physical Conditioning, Randolph Air Base, Randolph, Texas. Lack of time prevented much discussion and few questions from the floor.

Intercollegiate Athletics

J. D. Begleman of Hunter College presided and the topic was "Problems of Intercollegiate Athletics." Panel members included: Norman Burns, North Central Accrediting Association; H. G. Danford, Florida State University; G. E. Galligan, Washington State College; M. J. Gary, Western Michigan College of Education; T. Nelson Metcalf, Chicago University; J. H. Nichols, Oberlin College; H. A. Scott, Columbia University; A. W. Thompson, Wayne University; M. S. Turner, Johns Hopkins University; and Francis Bearden, Texas Tech, who served as summarizer. Most of the problems colleges and universities face in this area were presented but there was lack of agreement on many issues, especially regarding acceptable solutions.

Business Meeting

At the annual business meeting of the Association, Elmer D. Mitchell, University of Michigan, presided. R. E. Jamerson of the University of North Carolina gave his annual report as secretary-treasurer.

Following this the reports of Standing Committees were presented. Summary Reports of CP EA Representatives and the chairmen of the President's committees then followed.

Officers of the Association for 1954 were then elected. They are W. F. Meredith of the University of Pennsylvania, president; Seward C. Staley of the University of Illinois, vice president, and R. E. Jamerson of the University of North Carolina, re-elected as secretary-treasurer.

Convention Banquet

The convention banquet was held Tuesday evening, December 29, with A. E. Lumley of Amherst College as Chairman of Arrangements, and Delbert Oberteuffer of Ohio State University, Toastmaster.

This was one of the highlights of the convention. The topic was, "The Place of Athletics and Physical Education in Higher Education." Three distinguished guests of the Association served as panel members. They were: Dr. Houston Peterson, Professor of Philosophy, Rutgers University; Dr. Norman Burns, Secretary, North Central Accrediting Association; and Mr. Branch Rickey, Vice-President and General Manager of the Pittsburgh Pirates. The tempo was so fast, the stories, and illustrations so apt and well-presented, that, under the masterful hand of Dr. Oberteuffer the evening sped by all too quickly. Following the presentations, there was a period of questions from the floor which was every bit as interesting as the formal part of the banquet.

Curriculum Research

The next morning the first meeting found C. C. Cowell of Purdue University presiding. Progress Reports on curriculum research were presented as follows: "Current Trends," C. C. Cowell; "Recent Research in Gerontology and Health," Wesley M. Staton, University of Florida; "Mental Hygiene," C. O. Jackson, University of Illinois; "Curriculum Content," Ralph LaPorte, University of Southern California; "Testing Procedures," W. P. Ashbrook, Ohio State University; "Administrative Standards," A. A. Esslinger, University of Oregon; and "Public Relations," E. D. Davis, University of Southern California. Members of the audience were asked to indicate source material and to raise questions for future consideration by the various committees.

Foreign Programs

This meeting, held concurrently with the preceding one, had Earle F. Zeigler of the University of Western Ontario as the presiding officer.

An interesting phase of this meeting was the showing of three sound films in technicolor, "His Name Was Smith," "Physical Education—Rural Schools—Indoors," and "Physical Education—Rural Schools—Outdoors." Each dealt with physical education in Canada.

A second phase of this meeting included the following reports: "An American Family in Canada," by Earle F. Zeigler of the University of Western Ontario; "The Group Eight Program in Physical Education for Elementary School Teachers at the University of Saskatchewan," by Robert J. Keefe of the University of Saskatchewan; "Physical Edu-

cation, School Health Education and Recreation in Canada," by Reg. R. Ort, of the University of Western Ontario.

One point of special interest which was brought out in this meeting was that physical education and military training are two separate entities in Canada.

Service Program

Herman Segrest of Texas A & M College presided at this meeting. The first phase of the meeting was devoted to reports: "Legal Liabilities for Injuries in the Service Program," by H. C. Leibee of the University of Michigan; and "A Report of a Study on New Ideas in the Service Program," by R. T. Kretchmar of Oberlin College. The second phase was discussion of new ideas in service programs.

General Session

This was held Wednesday, December 30, from 10:45 to 12:00 with W. F. Meredith of the University of Pennsylvania presiding. Two stimulating and timely addresses were given during this session. Dr. Houston Peterson, Professor of Philosophy at Rutgers University addressed the group on, "A Philosophy of Sports." Mr. Branch Rickey, Vice President and General Manager of the Pittsburgh Pirates, delivered the second address on, "Amateur and Professional Sports."

Some "Odds and Ends" as he termed them, or better yet, some Rickeyisms were as follows:

"It's better to make a mistake in the right direction too early than a move too late in the wrong direction."

"The NCAA will never undertake and carry out any reforms. These must come from the presidents and groups such as the CPEA."

"Professional baseball places a dollar mark on muscles, but this should never be the case in college."

"In professional baseball you can't afford to lose. In college, don't play if you can't afford to lose!"

"Professional baseball has ideas; colleges have ideals, and that's the way it should be."

"While we need rules and regulations to save ourselves, remember that most controversies are blessings in disguise."

"Good luck is what is left over after intelligence and good effort are put in. Luck is the residue of desire."

"The secret of success is devotion, hard work, and a willingness to pay whatever it costs."

He suggested that people clean up college sports *first,* before they criticize professional sports.

Convention Luncheon

Mr. T. N. Metcalf of the University of Chicago presided. The guest speaker was Mr. Lyman Bingham, who spoke on "Plans for the 1956 Olympic Games."

Intramural Sports

At this meeting Paul Cieurzo of the University of Rhode Island again presided. The meeting was devoted to a "Report of the 1953 Western Conference Intramural Meetings," by Harris F. Breeman of Michigan State College, followed by a panel discussion, and election of officers.

Problems Section

The second meeting of this group again had Leonard Larson of New York University presiding. Reviews of studies were presented as follows: "Interpretations and Objectives," David K. Brace, University of Texas; "Measurement and Evaluation," H. H. Clarke, University of Oregon; "Program: Physical Education and Hygiene," T. E. McDonough, Emory University; "Program: Athletics," L. F. Keller, University of Minnesota; "Administration: Organization and Staff," C. H. Young, University of California at Los Angeles; "Administration: Management and Supervision," C. V. Langton, Oregon State College; "Administration: Facilities, Equipment, and Supplies," C. H. Bucher, New York University; "Administration: Insurance and Legal," A. S. Daniels, Ohio State University; "Leadership," T. E. Blesh, Yale University; "History and Trends," Lloyd Jones, Pennsylvania State College; "Profession: Public Relations," W. F. Meredith, University of Pennsylvania; "Profession: Professional Status," S. C. Staley, University of Illinois; "Learning and Conditioning," Arthur Steinhaus, George Williams College.

General Session

This was the third and final meeting and George Stafford of the University of Illinois presided. The session was devoted to a discussion of "Special Areas Closely Related to Physical Education." A panel was arranged with each member representing a special area. Panel members and areas represented were as follows: Safety, A. E. Florio of the University of Illinois; Camping, R. E. Carlson of Indiana University; Health Education, C. V. Langton of Oregon State College; Recreational, J. M. Anderson of Purdue University; Adapted, R. Shelton of the University of Illinois; and Guidance, C. C. Cowell, Purdue University.

For all practical purposes, this concluded the three day session. The Executive Committee had a final meeting and then the convention was officially at an end. It was one of the best.

Note: Complete reports of all meetings, all speeches and the conclusions and/or agreements reached will appear in the Proceedings of the College Physical Education Association and may be secured for a small price by any interested person simply by writing to R. E. Jamerson, University of North Carolina, Chapel Hill.

The Demonstration

Marcia Shurte

BANE OR BLESSING? Terror or triumph? The physical education demonstration, more commonly called exhibition, circus, or carnival is often under fire today. Most certainly it can be a fiasco; but it can also bring about accomplishments impossible to reach in any other way.

A lot of work? Yes, indeed, but how better can you show activities and bring objectives before the public. Your next school vote on a badly needed gymnasium may well indicate your success in selling and interpreting your program. The demonstration is a powerful motivating force, and boys and girls find special interest in many neglected or little known phases of the program.

Schools today provide many opportunities for success experiences for the good athlete, would-be actor, or musician. But participants in these activities are noticeably the same few people. Here is a chance for all boys and girls to find a success experience and shine for a night. This necessarily implies that the demonstration should include all students, both boys and girls.

Some Suggestions

Activities should be chosen from the regular class work based on the physical education curriculum of the school. Costuming is a frill and impractical when working with large groups. Good results can be obtained without it. Music is indispensable and a well-balanced program should include several numbers with music. Activities should be varied and the production fast moving. Clowns or other fill-ins help to bring about smooth changes of equipment and transition to the next number.

A central theme aids a great deal in adding interest to your program. It lands variety in titling so that your program doesn't read simply "tumbling" year after year. Our latest demonstration used "Proverbial Physical Education" as a title and theme. The program below will give some idea as to the activities included in the 1952 affair. Our program announcer used other proverbs in his explanatory introductions and the objectives of the particular activity were worked into the script.

Results of the production should be measured in terms of student growth along with increased understanding of the physical education program by the public. It is a creative experience rich in educational opportunities. A well-planned demonstration can serve you well. Let it go to work for you!

PROVERBIAL PHYSICAL EDUCATION

"Proverbs are short sentences drawn from long experiences."

CERVANTES

Star Spangled Banner ---------- Pep Band
"The love of liberty is the love of others. . . ."

Tumbling ---------- Freshman Boys and Girls
"A rolling stone gathers no moss."

Ghost Basketball ---------- Senior Boys
"There are tricks to all trades!"

Calisthenics ---------- Senior Boys
"It's all in a day's work."

Relays ---------- Sophomore Girls
"Slow and steady wins the race."

Square Dancing "Ten Pretty Girls" and "Red Wing"
Freshman Boys and Girls
"A light heart lives long."

Jive Square ---------- Special Group
"Variety is the spice of life."

Trampoline ---------- Special Group
"Look before you leap!"

Gymnastics and Apparatus ---------- Sophomore Boys
"If at first you don't succeed, try, try again."

Rope Jumping Novelty "Syncopated Clock" -- Senior Girls
Exercises to Music "Serenata"
"Diligence is a great teacher."

Sports Demonstration ---------- Junior Girls
Captain Basketball, Volleyball, and Badminton
Badminton
"Play fair, be square . . . you will find more sport in living, and less fear in dying."

Black Light Dance ---------- Special Group
"Waltz of the Bells" and "Wreck of the 97"
"Fair and softly goes far in a day."

Boxing and Wrestling ---------- Junior Boys
"You can't keep a good fellow down."

Pyramids ---------- Sophomore Boys and Girls
"The body is the workhouse of the soul."

Portrait of the Athlete

Warren Johnson

I would like to carve with words
In palpable image of sensuous contour
And sinewy power

From the bulk of mental raw stuff
(Amorphous mass of whirling, vague, primordial swirl
Of eddying and surging neural waves
That arise from cortical sub-cell or thalamic echo
Or that flow brainwards from eye and ear and skin and joint
And muscle mass, partially differentiated—
Perception stirred with apperception
A chaste, disciplined thought
With the wild horse of a passion)

A condensation of the galactic mental cloud into solid embodiment
Right for chipping with words
Into verse form and human meaning

That would compare to the chiseled, caste, or painted soul reflections
Of the Florentine, Michelangelo
Who could immortalize a foot and ankle joint
And in a bunched and supple deltoid
Portray the restless, pressing energy potential
Of the human spirit
Waiting to be unhooded and launched

I would create a living portrait of youth
Sublime in being
Sublime in acting the oneness of itself
Sublime in rising with perfect control over a hurdle
With a fraction of an inch to spare
Superb in its agreement of nerve and muscle
And diffusion of mind to outermost extremity

I would cut deep the grooves of the quadriceps
As they hurl the tackle, face high, jaw ridged
Into the legs of the fullback

And the hands, I would cup them hard and confident
As they reach to take the deadly wristlock
Or tentative and gentle
As they explore the arms and shoulders of an antagonist
Or test the weight of a bat

I would build a trunk, solid and hung at top
—Under dominating, rhythmic, symmetrical shoulders—
With heavy, competent pectorals
Capable of sweeping the arms downwards and inwards
Against the even resistance of water
Or the bitter, savage resistance of a foe
At the sides I would swing the long and tapering latisimi
At bottom I would shape the lithe abdomen, the pivot
Broad under the chest box
Narrow as it is welded to the pelvis
Terrible, like the arms
In the serpentine movements under the skin

And I would reveal for easy inspection
A system of resilient blood tubes
Responsive to furiously pounding heart beats
And in the bright viscid redness
I would single out the teeming platelets
Gorged with oxygen, in haste to impart their burden
To the surging, retreating muscle fibers

Again beneath the skin and ramifying deeply
But clearly visible in my image
I would trace the neurons, say, from the point
Of the thrusting great toe of the runner
As the foot learns that it is the proper instant to begin its forward stride
And freezing the pure motion for a fluid instant
Without interrupting it at all
I would enhance the beauty of the signal wave
By galvanic measures of its speed and strength
And I would so attune the flow to the mind's eye
That it would be clearly visible
As it flashes upwards, darting across expectant synapse
Into the dorsal cord paths and upwards
Crossing in the medulla and plunging
Into the colossal mystery of the brain mass
Where, spreading in gradient wave
It gains meaning in concert with innumerable informant verberations
From eye, from inward ear, from kinesthetic sense
And deep-lying muscle memories

And finally, in the closing circuit, complete in second-fractions
I would expose the neurons in the very act of conveying
The sorted, appropriate, electric word
To and from the motor cortex
And then with rhythm added
By timing mechanism of fantastic accuracy
—As it is hurled downwards, again into the depths of primal brain—
I would trace the return message, like the first signal of a lightning flash
From the master source of convolutions, ranging the hemispheres
And linked correctly to that flash
Bursting spark sprays in synchronous volleys to face and finger
To back and hamstring and hip joint
Plunging downwards
And in that instant, the impulse journey completed and begun almost concurrently
Impelling the onward swing of stride
That rips through dense, resisting air—
Hurling the athlete
From one
Magnificent instant
Into another

Scholasticism in Physical Education

H. E. Kenney

IN RECENT YEARS IN EDUCATION at the University level the emphasis has been on research. There is, at the present time little or no encouragement given to those who desire to be superior teachers. There are some good ones but they are all too conspicuous by their limited number. The policy-forming people in this business of education are not the men who burn the "midnight oil" in an effort to be of service to their students. The men who lead and control this profession are the men who do scholarly research, write books and fill the professional magazines with some fine material. The financial rewards in teaching do not go to men who teach superbly but to those who write articles, do research, make speeches and in many cases concern themselves only indirectly with the progress of their students.

Need for Research

Research of all kinds is needed very badly in the field of physical education. We have no doubt been tardy in trying to discover some of the answers. We have been slow in showing interest in establishing a scientific and scholarly basis for our program of activities. It is only through research that physical education can ever become a profession in the real sense of the word. Because of the recognition of this need by certain administrators of physical education, and because of the demand for men with graduate standing, the emphasis in physical education is now shifting toward research.

As a profession we must foster and encourage this movement because we have so far to go with so many questions demanding scientific answers. We have gone about as far as we can go on mere superstition and opinion. In this age of science we will soon have to speak scientific truths or stop talking.

A Danger

In our eagerness to stress scholarly graduate study, establish research laboratories, and so on, we are making the same mistake made in some other fields of education. We are just as vulnerable or perhaps more so than those in other fields. Many college physical educators have been "high hatted" so long by the scholastic folks, that they are starving for a bit of academic respect. There is a grave danger of going over-board for a research program and for the men who complete research studies and report on them in the literature.

Research people may make great contributions, especially if they bend their efforts toward solving some of the practical problems crying for solution. We should, it seems, stay out of the realm of so-called "pure research" until we have some of the much needed practical answers. There is certainly plenty of practical research work to be done; let's not forget that Physical Education is a program of activity. The progress we have made and the recognition we have accomplished so far has been largely due to the few good activity programs that have been established. Let's remember, however, that research may contribute to a better program of activity but cannot be a substitute for a better program.

Industry vs. Education

Industrial organizations are spending increasingly large sums of money on research. Industrial research, in most cases, however, is a staff and not a line function. It is recognized that research ability and interest is a specialized thing and is not necessarily present in individuals who have production, administrative or selling ability. It would be dangerous to the welfare of any industrial concern to assume that ablity in research or in scholarly writing signified the presence of administrative ability or production know how. This mistake is *not* being made in industry. Industrial leaders are too practical and realistic to be taken in by this illusion. In a successful industry men are usually advanced to positions of power because of proved ability unrelated to academic degrees or number of publications credited to their names.

In education we can well emulate this policy followed by industry. It seems that in education more often than not the research type of man or woman is not the kind of person who does well as a teacher or administrator. Often his knowledge of people and his ability to deal with them is so inadequate that he cannot do well as a leader. This, of course, is not always true. Nothing, it seems is always true.

Scholasticism

We are already developing evidences of the old scholastic attitude right in our field. After all these years of fighting the scholastic point of view in order to establish a place for ourselves in education we now have walking along in our ranks "brain trusters" who belittle the efforts of the activity teacher. "Activity men are a dime a dozen," is a remark heard occasionally from these people. They advise the young men in the field to do research, write books, write magazine articles. "That's the way to get ahead."

This "anybody can teach classes" attitude is growing and it is a tremendously dangerous error. We have so few good teachers in our schools. In some cases the poorest ones are advanced to posi-

tions of power because of efforts in writing books, magazine articles, positions in national organizations and sometimes even "knowing" the right people. There is plenty of evidence that these methods often bring more rapid promotion than putting the emphasis on teaching. The superior teachers in physical education, as in other fields of education, are exceedingly scarce, and they are many times too busy running their programs or courses to bring honor to themselves except among their students.

Let's not belittle the great teachers. The sports instructors and coaches are on the front lines of our profession. This is where our program takes place. Research programs are established and supported to contribute to and improve teaching, improve leadership, and step up the public service of the profession. No program can be any better than the performance of those on the front line delivering the goods. Without top notch men in this area we can have no program of Physical Education. The best administration, the finest of research, and superior professional writings will be meaningless without folks on the teaching level who can really do things and put a program over.

Concluding Statement

We might as well admit the facts. We are weak on the front line and it is partly because we do not have sufficient respect for ability here. We have gone "scholastic" and have forgotten that our program is one of activity and one of leadership in sports. Our program, speaking generally, is still on paper. We need more great sports and activity leaders. Unless we develop many more real teachers and encourage them with both salary and respect we are through progressing as a profession.

HOME-SCHOOL-COMMUNITY RELATIONS FOR EDUCATORS

W. K. Streit

1. *Effective Home-School Relations* by James L. Hymes, Jr., Prentice-Hall, Inc., 1953.
2. *Public Relations for America's Schools,* 1950 Yearbook, American Association of School Administrators.
3. *School and Community Programs* by Edward G. Olsen, Prentice-Hall, Inc., 1949.
4. *The Public and the Elementary School,* 28th Yearbook, 1949, Department of Elementary School Principals, N.E.A.
5. *Public Relations in Secondary Schools* by Leslie W. Kindred, 1948 Booklet, National Association of Secondary School Principals.
6. *The School and Community* by John B. Whitelaw, Johns Hopkins Press, 1951.
7. *Public Relations* by W. Emerson Reck, Harper and Brothers, 1946.
8. *Home-School-Community Relations* by William A. Yaeger, University of Pittsburgh Press, 1939.
9. *Social Interpretation* by Arthur B. Moehlman, D. Appleton-Century Co., 1938.
10. *Putting PR into HPER,* 1953
    It Starts in the Classroom, 1951
    Preparing Your Child for School, 1953
    These three are available at N.E.A. headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C.

THE MAN IN THE GLASS

When you get what you want in your struggle for self
And the world makes you king for a day,
Just go to a mirror and look at yourself,
And see what that man has to say
For it isn't your father or mother or wife,
Who judgment upon you must pass.
The fellow whose verdict counts most in your life
Is the one staring back from the glass.
You may be like Jack Horner and chisel a plum
And think your a wonderful guy,
But the man in the glass says you're only a bum
If you can't look him straight in the eye.
He's the fellow to please—never mind all the rest
For he's with you clear up to the end,
And you've passed your most dangerous, difficult test
If the man in the glass is your friend.
You may fool the whole world down the pathway of years
And get pats on the back as you pass.
But your final reward will be heartaches and tears
If you cheated the man in the glass.

—Pennsylvania AHPER.

SPECIAL ATTENTION

As part of the 40th Annual Convention of the Midwest Association, PHI EPSILON KAPPA will present another one of its fine pre-convention meetings, Wednesday, March 31st, at 4:00 P. M. in the Chateau Room.

The topic is "Sex education; Whose responsibility? How should it be taught?" W. K. Streit, of the Cincinnati Public Schools, will preside, and a distinguished panel of six midwest leaders will participate. Everyone is invited to attend.

Two Approaches to Kinesiological Analysis

A. T. Slater-Hammel

A CRITICAL survey of the literature of kinesiological analysis reveals that there exist two sharply contrasting methodological approaches to the study of contraction-movement relationships in physical education skills. For reasons which will be developed later, these approaches may be designated as experimental and synthetic. In and of itself, the mere existence of these two approaches needs present no special problem; however, the fact that they result in formulations which often very extensively makes for an acutely unsatisfactory situation and presents some of the major problems of kinesiology.[1]

To the teacher and student who must rely principally upon statements in the literature, the discrepancies between experimental and synthetic kinesiological analysis must inevitably lead to considerable uncertainty and confusions. In many instances, the two analyses present what appear to be two sets of contradictory truths. In one sense, this is an obvious impossibility. When a golfer, for example, swings at a ball there can be only one set of truths regarding contraction-movement relationships. In other words, $muscle_1$, $muscle_2$, $muscle_n$ either contract or they do not contract; they cannot do both simultaneously.

While a hasty evaluation of the situation by the teacher or student may lead to the conclusion that one form of analysis must be true and the other necessarily false, there are several other logical possibilities. For one thing, it is possible the coordinations of one individual vary from those of another individual, and the two analyses may be descriptive truths of different individuals. For another thing, it is possible any single individual's coordinations may vary from one instance to another, and the two analyses may be descriptive of different instances. Finally, it is possible that neither analysis is descriptive of the truths of contraction-movement relationships.

Obviously, the plurality of these logical possibilities does not help when one is confronted with the immediate problem of evaluating contradictory statements of contraction-movement relationships. They do, however, emphasize a fundamental aspect of kinesiology which provides a basis for evaluating statements from the two forms of analysis. As indicated in each logical possibility, the contraction-movement relationships of physical education skills deal with actual events of the physical world. Consequently, when confronted with contradictory statements, it is always possible to ask which, if any of the statements, are derived from the material or factual truths of the physical world.

It is the viewpoint of this paper that any fundamental clarification of the discrepancies between statements of experimental and synthetic analysis is contingent upon a determination of the factual status of each analysis. In the following informal evaluation this is attempted through an examination of the methodology and basic data of the two kinds of analyses.

Nature and Basis of Factual Truth

Since this paper is concerned with the factual status of kinesiological statements, it is accordingly important at the outset to secure a clear understanding of the nature and basis of a factual truth.

The first and most essential question in reaching this understanding is concerned with the problem of how we achieve factual knowledge. How, for example, do we know there is a tree outside my study? This deceptively simple question has been the battleground for rival schools of philosophy for centuries on end; however, if we accept the "given," the "hard data" of experience—as all scientists must—it can be said that we may answer our question by simply looking. Should we receive a particular pattern of sensory stimuli, we would know there is a tree outside my study. In brief, the factual truths or knowledge of the things and events and relationships of the physical world are a matter of observation.[2]

In formulating a criterion for evaluating kinesiological statements, it can thus be said that any statement of contraction-movement relationships is factual if and only if it refers to the actual data of observation. This means that a statement of the muscle action in a golf stroke, for example, is factual only if it refers to observations of contraction-movement relationships in the stroke. Any statement based on other data must be considered nonfactual, and it retains this status until verified by observation.[3]

[1] Many fields of scientific enterprise involves more than one approach to a problem. In physical measurement, for example, the length of a plot of land may be determined by a measuring rule or by Euclidean geometry. In this instance the results of the two approaches agree within the limits of experimental error and thus present no problem.

[2] Scientific observation, of course, entails much more than simply "taking notice". The observations of science are usually highly selective, and they often require that standard procedures be followed before an observation can be made. However, even the "pointer readings" of science involve observations on the part of the scientist.

[3] A moment's reflection makes it evidence that the term "observation" must be somewhat expanded if it is to be of service as a criterion for evaluating kinesiological

Experimental Kinesiological Analysis

In order to determine the extent to which the experimental kinesiological analysis measures up to the criterion for factual status, it is necessary to have an understanding of its methodology and basic data. This is most readily obtained through an examination of a representative experimental study.

An excellent example of this approach can be found in Hubbard's study of the muscular action of the lower limb in relation to the movements of running, walking, and limb oscillation.[4]

In his study, Hubbard had subjects actually perform the complex activities under investigation. During the performance of an activity, suitable apparatus was utilized to record muscle bulge and action potentials in the muscles under investigation. This gave an objective qualitative measure of muscle contraction during the performance of a specific activity. A movement recording system permitted simultaneous recording of movement and muscle contraction. The movement recording was taken in the plane of limb movement and gave a reasonably accurate picture of duration and velocity changes during an excursion. These procedures made it possible for Hubbard to correlate muscle contraction with velocity changes and to determine the incidence of muscle contraction.

While this brief analysis does not go into the specific conditions Hubbard set up to bring the desired events under circumstances most favorable for observation, it does indicate the essential nature of the experimental program. It is to be noted that the basic data are the actual movements and actual sign-events of muscle contractions in specific activities; consequently, statements from experimental analysis can be said to have factual status. The reason for classifying this type of analysis as "experimental" should also be evident.

Synthetic Kinesiological Analysis

The synthetic approach has been the traditional program for the formulation of contraction-movement relationships in physical education activities. The principal methods of this approach have been:

(1) Study of points of muscle attachment and line of pull.

(2) Observation of muscle movement resulting from the pull of partially dissected muscles of a cadaver.

(3) Observation of movement limitation or reduction in subjects who have lost the use of individual muscles through disease or accident.

(4) Observation of movement resulting from electrical stimulation of individual muscles.

(5) Observation and palpation of muscle contractions while normal subjects perform specific movements.

If we apply our criterion for factual status to these procedures, it becomes immediately clear that the first three methods do not qualify. This is not to say that these methods are independent of observation. In reality they are founded on considerable observation, but the observations are limited to the points of muscle origin and insertion, movements of body parts, or variations in movements. These data are then considered in the light of a knowledge of mechanics and kinematics, and out of this the action of specific musculatures are *deduced*. The entire process represents an extension of data from one series of instances of one kind to another series of instances of another kind. Consequently, kinesiological statements engendered in this manner must be evaluated as statements of prediction and not of fact.

The last two methods in the traditional program can be said to meet the requirements for factual status. The information possible by these methods, however, is surprisingly meager. Electrical stimulation of muscles, for example, will provide factual data relative to the contraction-movement relationships of certain simple, discrete movements. But it has provided no factual information on the relationships of complex physical education skills. This could be accomplished only by repeatedly stimulating various groups of muscles until a physical education skill was produced. Up to the present time, the difficulties inherent in the method have prevented any efforts in this direction.

The method of palpation has also proven to be extremely limited. For one thing, the reliability of palpation is a wholly unknown factor. For another thing, it is extremely difficult, if not impossible, to apply the method to most physical education skills. How, for instance, would one palpate the muscles of a runner, a jumper, a batter, etc.? At best, the method of palpation, like that of electrical stimulation, can be said to do no more than

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statements. What we call a muscle contraction is essentially an energy transformation and is not observable in quite the sense which a physical thing is observable. It has been demonstrated, however, that a number of observable changes accompany a muscle contraction. These sign-events can be said to constitute the observable data, changing shape of muscle mass, hardening of muscle mass, muscle action potentials, heat production, etc. The wealth of sign-events presents, of course, special problems of selection. Some signs are more satisfactory than others. This problem, however, is beyond the scope of our discussion. It is enough for our purpose to simply indicate that muscle contractions can be tied down to specific observations.

[4] Hubbard, Alfred W.: An experimental analysis of running and of certain fundamental differences between trained and untrained runners. Research Quarterly, 10:3 (October, 1939) 28-38.

give factual status to the predictive statements of simple discrete movements derived from the study of muscle origin, insertion, etc.

As far as physical education skills are concerned, it must be concluded that the synthetic kinesiological analyses do not meet the criterion for factual status. The basic data for these analyses are the formulations of contraction-movement relationships as presented by anatomists. These relationships—based principally on the points of muscle attachment and lines of muscle pull, and supported by the objective data of electrical stimulation and palpation—become the units or building blocks with which physical education skills are reconstructed. By observation of an apparent similarity between some phase of a skilled performance and one of these units, the contraction-movement relationships are adduced. The process is entirely independent of any observation of contraction-movement relationships, and the results must be counted as sheer creations.

Role of Synthetic Analysis

It may appear to some readers that the logical conclusions against the traditional analyses have been exceedingly harsh. And it may be argued that insofar as we have been able to determine the "units" of contraction-movement relationships, it should not be unreasonable to assume it possible to correctly reconstruct the contraction-movement relationships of complex physical education skills. But the plain facts are that this argument can no longer be supported. The factual data from experimental analyses have shown that the actual contraction-movement relationships in human skills are often quite unlike anything propounded by the traditional kinesiologist. The available data have indicated that the movements of human skills are not isolated or additive; the contraction-movement relationships constitute an organization, a functional system, a pattern event in time. Even the most simple physical education skills have proven to involve so many complex interrelationships that the anatomic formulations of the traditional analyses cannot be said to constitute an adequate notation for the working out of anything like the precise contraction-movement relationships.

This, of course, does not mean that the traditional analyses are worthless and have no place or function in kinesiology. Actually, they serve the important function of providing a starting place for experimental analysis. In spite of the rather common and attractive notion that all experimental investigations should start with an open mind and no preconceptions of the state of affairs to be investigated, definite hypotheses are necessary if one is to know which facts are to be observed. The formulations of the traditional analyses constitute a critical step in the general experimental procedures. The important thing to remember is that these deductions from synthetic analyses do not constitute factual knowledge. They serve as a guide to direct our observations and to make them go further; they do not take the place of observation.

Conclusion

A logical analysis and evaluation of the two forms of kinesiological analysis reveals that the experimental procedures can be considered as having factual status. These procedures are based on objective measures of contraction-movement relationships during the performance of specific skills, and, consequently, can be said to provide factual information.

On the other hand, the synthetic kinesiological analyses must be considered as non-factual. These procedures are based on the utilization of anatomic data for the reconstruction of complex physical education skills. The resultant formulations must be considered as simply presenting the logical possibilities of contraction-movement relationships.

The synthetic analyses, however, do have an important function in kinesiology. They provide a starting point from which the experimental analyses may proceed.

DON'T MISS IT!

The usual custom of putting on a pre-convention meeting will again be observed by PHI EPSILON KAPPA fraternity when it presents "Teacher Training—Are We Missing the Boat?" Monday afternoon, 3:00 to 5:00, April 19th, in Parlor Two, Statler Hotel, New York City. Karl Oermann, George Grover, Wilbur De Turk, Joseph Mandina, Nicholas Spata and Larry Resnick will take part in the symposium. Dr. Ben Miller of the University of California will serve as the discussion leader. W. K. Streit, Cincinnati, is chairman, Carl Klafs of Occidental College will preside, and John Cooper of University of Southern California will be the summarizer. This is an open meeting and not restricted to fraternity members.

"The Bouncing Bed"

George Szypula

THE TRAMPOLINE is one of the newest pieces of equipment to be introduced into our physical education and athletic programs. It may be new to our school program, but it is old to the circus, the institution which first developed this educational and entertaining piece of apparatus. However, the circuses at first employed this equipment, three times its present size, as a safety net to catch aerialists who might fall in the performance of their intricate skills on the flying trapeze. As this safety net diminished in size, interest in this "springing net" increased. Instead of using the net solely as a safety device, the performers began to develop stunts on this new equipment. Later the net was attached to a frame by means of shock cords, and the trampoline as we know it today was evolved.

Why Trampolining?

There are many justifications for including this activity in our program.

1. It enables children and adults to exercise their natural urges to jump and to roll. There is an exhilarating feeling associated with springing on the trampoline.
2. Children of all sizes and shapes can perform some stunts on this equipment.
3. The introduction of trampolining gives much needed variety to our physical education program.
4. The fundamental skills are quite easily learned by all people who can participate in physical activities.
5. Trampolining develops neuromuscular coordination.
6. It is one of the few physical education activities from which body receives all around development. Too many of our activities develop people asymmetrically.
7. Children with physical defects can perform trampolining in a limited but enjoyable fashion.
8. Above all this equipment appeals to children of all ages from two to sixty.
9. Trampolining lends itself to demonstrations. At Michigan State College we have found this to be one of the best ways to sell our gymnastics and physical education program.

Some Suggested Stunts

Listed below are some trampoline stunts which should serve as a guide to those sponsoring trampoline work in their physical education classes:

1. Forward roll (tumbling stunt).
2. Backward roll (tumbling stunt).
3. Headstand (tumbling stunt)—fall over on back.
4. Handstand (tumbling stunt)—fall over on back.
5. Seat *drop* from stand.
6. Hand and knee *drop* from stand.
7. Knee *drop* from hand and knee position.
8. Knee *drop* from stand.
9. Front *drop* from hand and knee position.
10. Back *drop* from squat stand.
11. Front drop from kneeling position.
12. Back drop from stand.

All the above drops should be learned in all types of combinations before proceeding to next stunts.

13. Forward roll without hands.
14. Backward roll to handstand.
15. Jump upward with ½ twist left to feet.
16. Jump upward with ½ twist right to feet.
17. Jump backward with ½ twist to hand and knee drop, or front drop.
18. Jump forward with ½ twist to seat drop, or back drop.
19. Backward roll over to feet, or hand and knee drop, or front drop.

All the above stunts should be performed with a little bounce or from a stand.

20. Bouncing.

After the bouncing technique is mastered, the previous stunts, with the exception of the tumbling stunts, should be repeated with a little higher bounce preceding the execution of the stunt.

21. Front drop ½ turntable to front drop to feet.
22. Front drop ½ twist to back drop to feet.
23. Seat drop ½ twist to seat drop to feet.
24. ¾ forward rollover (somersault) to back drop to feet.
25. ¾ forward rollover (somersault) from knee drop to back drop to feet.
26. Jump backward full twist to back drop to feet.
27. Backdrop shoot out ½ twist to feet.
28. Backdrop shoot out ½ twist to seat drop to feet.
29. Forward somersault to seat drop to feet.
30. Knee drop forward somersault to seat drop to feet.
31. Forward somersault.
32. Backward somersault (same spotting technique is used as for spotting backward somersault in tumbling).

This is a very incomplete list of trampoline stunts, but it is a good list to use in teaching trampoline work to beginners. Some excellent sources are found at the end of this article.

Spotting

A minimum of four spotters should be stationed around the trampoline during a performance, one at either end and one at either side. The best procedure to follow is to have all the people in the class act as spotters around the trampoline. In this way they are in a position to assist in the event the performer loses his balance.

The only stunts above on which the performer may be assisted are the forward somersault and the backward somersault. A hand belt, or an overhead suspension belt, or the hands may be used in assisting in the performance of these somersaults.

Supervision is necessary in most of our physical education activities. Work on the trampoline is no exception.

1. Griswold, Larry: "Trampoline Tumbling." St. Louis, Mo., Fred Medart Manufacturing Co., 1948.

2. "Gymnastics and Tumbling," Naval Aviation Manual, U. S. Naval Institute, Annapolis, Md., 1944.

WHEN WE PLAY

WHEN WE PLAY, WILL OUR OPPONENTS be glad that they had the opportunity and privilege of engaging in interschool competition with our team?

Will they testify to the worth and value of the associations formed, and to the enjoyment of the competition provided?

Will they respect our standards of play, knowledge of the game, and the quality of the skills shown?

Will they commend us for our conduct on and off the field before, during, and after the game?

Will they recognize that we were dressed and acted like gentlemen?

Will they feel that we represented the best ideals and traditions of our school and community; that we brought honor and credit to our educational institution?

WHEN WE PLAY, WILL OUR FANS enhance the reputation and prestige of our school and our community?

Will they prove that their love for good competition and the game itself is superior to a demand for victory at all costs?

Will they respect the decisions of the officials at all times?

Will they stimulate the team to play to the best of its ability?

Will they loyally support the team in victory or defeat?

Will they bring good will and respect to our school and community?

Will they improve the friendly relations existing between the schools, the communities and citizens in general?

Will they create a better understanding of the standards which govern interschool athletics?

H. R. PETERSON
News Bulletin, State of Delaware,
Department of Public Instruction.

A SPORTSMAN

"A real sportsman is always a gentleman. He who plays fair in the strenuous game of life; who is clean of body, mind, and soul; who associates with honest men; who is courteous to friend and foe; who is too chivalrous to wound the feelings of others; and too sensible to lower his respect for himself; whose hopes and dreams are founded on the rock of determination; who looks you straight in the eye; who meets victory without boasting, defeat without bitterness and all life with a smile; who loves his friend, his country, and his God, is a gentleman."

I give no thought to my neighbor's birth
Or the way he makes his prayer,
I grant him a free man's place on earth,
If only his game is square.

—ROGER CLARK
From New York State Handbook.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehston, University Highschool, Ann Arbor.

Various Approaches to Program Planning

The Daily Lesson Plan

THE USE OF THE daily lesson plan involves a detailed outline of a given lesson that includes the activity content and the various procedures to be employed in the lesson presentation. Daily plans do take time to prepare, but the attention to detail tends to insure greater continuity in the program. Another disadvantage of the daily plan may be found in the fact that a teacher cannot plan well in advance because it is impossible to predict the detail and pattern which the remaining lessons will follow. However, this type of plan is extremely desirable for the inexperienced teacher since it does focus attention on matters of organization and management of method as well as content and tends to improve the effectiveness of day to day teaching when correlated with a more general plan or course outline.

The Weekly Plan

A form of planning based upon a one week period usually incorporates the content proposed for the number of lessons involved, with emphasis being placed upon the sequence of activity. Some schools require the teachers to submit their proposed plans on a weekly basis to the principal or supervisor for approval. The weekly plan can best be used in combination with the semester or yearly outlines, described later, to provide flexibility in planning and yet retain the elements basic to program continuity.

The Unit Plan

The basic characteristic of this type of plan is that it is developed in terms of subject matter or experience units. These units involve an intensive approach to prescribed objectives for a given period of time which is considered sufficient for the realization of such goals. The form of such a method of planning should include a statement of the unit objectives, special equipment which is needed, a breakdown of each proposed lesson as to content and procedures, and an indication of the tools and techniques to be used in evaluating the unit in terms of its stated objectives. The unit plan provides an effective medium for planning efficiency between the extremes of the daily plan and others. Because of the intensive treatment directed toward a given activity under this procedure, the chances for motivation appear to be greater than would be found by extensive exposure to the same activity over a longer period of time.

The Cyclic Plan

The cyclic plan is quite similar to the unit form of program organization, but since it represents a planning approach which is based upon the administrative division of the school year (frequently in terms of marking periods from four to eight weeks) rather than an impirical period which is based upon anticipated limitations for the realization of the unit, it is specifically listed as a type of plan. Quite frequently, plans are established for the so-called administrative cycle and are referred to as "block" plans.

This modification establishes a program of various activities which are scheduled for certain days of the week during the cycle. This lends variety to

the program. However, learning difficulties may be experienced in certain types of activities which would indicate that extensive exposure to several activities over a given period of time may not be as desirable, particularly from the skills point of view, as intensive efforts directed at one activity during a short period of concentration. While some research has been done in this area, there is great opportunity for additional investigation into this problem of intensive versus extensive learning experiences as related to the various types of activities in the physical education program and at the various maturity levels involved.

The Seasonal Plan

The nature of the activities in the physical education program establishes seasonal planning as a feasible and logical procedure. While planning on such a basis may include one or more units, it may also coincide with the administrative division of the school term and be identified primarily as a cyclic plan. The identifying element of the seasonal plan should be the fact that the length of the plan is governed by the climatic conditions which prevail in a given geographical area, and thus place limits on the conduct of activities in the fall, winter, and spring seasons.

This seasonal planning, in capturing the seasonal limitations imposed by the weather in regions where such influence is marked, does tend to stimulate student interest and harness their enthusiasm at a high level for participation of activities in "season."

The Semester Outline

In the interest of continuity and integration, plans of the daily, weekly, unit, and cyclic or seasonal type are occasionally tied into an outline type of planning devoted to a statement of outcomes which can be reasonably attainable in a semester and a listing of the content through which it is anticipated such ends might be realized. Outlines of this nature may tend to become fixed and out-dated. While they do provide a guide for programming and can be utilized as a basis for program revision, they often fall short of the effectiveness to be found in the course of study.

The Annual Plan

A plan designed to include the program for subject area for a school year assumes the role of a course of study when it is dealing with a specific grade or maturity level. It includes a number of activities generally recommendable for participation of the group involved, and is directed toward specific goals which can be attained within the given school year. Such a plan may be developed from a collection of other types of plans designed for smaller segments of the school year or it may be the initial effort toward programming from which the more detailed plans for shorter periods of time are developed.

In addition to the organization of content, such a plan often includes administrative policies, time allotment, schedule of classes, information concerning the care and utilization of equipment and facilities, evaluation procedures, teaching hints, and a bibliography. Courses of study have been produced in varying degrees of detail and written form from pencil and paper drafts to printed and bound editions. Mimeograph and off-set seem to be the most common form of publication. The course of study should be utilized by the teacher as a guide to his or her own planning. It should reflect the philosophy of the school or department in which it is being used; it should serve as a basic reference for practical materials and methods. Such a plan facilitates program evaluation and subsequent modification. As such, the course of study occupies a basic role in program planning which is fundamental to effective teaching.

No mention has been made of the democratic process and its proved value in securing pupil cooperation and help in developing specific lesson plans to meet individual and group needs. While this technique is newer than those just proposed it promises to be used more and more frequently as teachers become familiar with it.

There is no one type of lesson or program plan which can be singularly advocated beyond all others. It falls to each teacher to be familiar with contemporary procedures and new techniques as they are developed so that he may organize his teaching efforts to bring about the maximum efficiency in his own teaching situation.

CONVENTIONS

Midwest District AAHPER
March 31, April 1-2, 1954, Indianapolis, Indiana.

Southwest District AAHPER
March 31, April 1-2, 1954, Tucson, Arizona.

Northwest District AAHPER
April 3-10, 1954, Eugene, Oregon.

Central District AAHPER
April 7-10, 1954, Lincoln, Nebraska.

National and Eastern District AAHPER
April 18-23, 1954, New York City.

There is still time to attend one of these in your district. Make your plans NOW to be "among those present" and refresh yourself, professionally.

Edited by C. O. Jackson

Historical Synthesis of Brazilian Physical Education

Inezil Penna Marinho*

THE Indians that inhabited Brazil in the beginning of the 16th century, when it was discovered, lived in very intimate contact with nature. The necessities of life obliged them to utilize their physical forces for the maintenance of their own existence. Their physical prowess and appearance, according to the testimony of Simao de Vasconcelos, and confirmed by Jean de Lery was excellent, to the point of awakening European admiration.

Hunting and fishing figured among the primary necessities of the multitude, and from them, they sustained themselves. The foot race was very common among the natives of the country, both in the hunt and in war. Frei Vicente Salvador, studying the warlike methods of the Brazilian natives, explained that they sent "their spies forward . . . who were very nimble youths . . ." The art of swimming and the use of canoes was sufficiently developed to also be recorded. Instances have been found where records show they were expert swimmers and had remarkable canoes. Horsemanship was practiced by some tribes, among whom were the Quaicurus, and some use, especially in war was made of this skill.

At the proclaiming of Brazil's independence in 1822, we find the oldest document on physical education. It dealt with the project presented by the delegate Padre Belchior Pinheiro de Oliveira and mentioned a prize to the one who presented the best treatise on education, including the physical, moral, and intellectual aspects. The other great event, verified in the "Imperio", was the opinion of Ruy Barbosa about teaching physical education at the primary level. This was in force until 1889, and physical education was obligatory in the primary and normal levels of teaching. As the result of the influence of Rousseau and Spencer, many doctors of medicine defended the thesis which had for its title "Of Education, Physical, Moral, and Intellectual" as verified in the National Library.

After the proclamation of the liberty of the republic, the interest of the authorities in physical education continued to increase, and numerous schools in this subject were created. They included schools sponsored by the army, navy, national guard, state, one in recreation, and another by a Catholic group.

Administratively, physical education is directed and carried on by the Division of Physical Education of the Ministry of Health and Education, with specialized divisions in the states of Rio Grande de Sul, Sata Catarina Paraná, São Paulo, Minas Gerais, Rio de Janeiro, Espirita Santo, Bahia, Pernambuco, and Ceará e Piahuf.

As far as methods are concerned, the following have had profound influence: the German method in the Empire days, and in the beginning of the Republic, until perhaps 1920 in the army; the French Method, de Joinville-le-Pont from 1920 until 1950. This influence has been the most extensive whether in civilian life or in the military; calisthenic method from America and especially the YMCA, in the gymnasiums of this organization, recreation in the play grounds from the North American influence; the Swedish and Danish (Niels Bukh) methods were also encountered.

The Division of Physical Education began the development of a national method of physical education and this is still in the process of interpretation.

Recreation is well-developed, with football (soccer) being the most participated in, and volleyball and basketball following in order of importance. Swimming, gymnastics, shell racing, boxing, water polo and tennis also have their popular acceptance. Many books and articles have been written on the subject.

* Dr. Marinho is a prolific writer, and is at present, editor of Brasileira de Educacao Fisica Ltda. The article was translated by Bruce Palmer.

Edited by W. K. Streit

Our guest caller for this issue is Clara Ledig Hester, Director of the Normal College, Department of the School of Health, Physical Education and Recreation of Indiana University. She is known to many readers of THE PHYSICAL EDUCATOR as an exacting and enthusiastic teacher of prospective teachers. Her analysis of the fundamentals of square dancing will appeal to dancers and callers.

Square Dancing

Square dancing continues to be the most popular kind of dancing today. It has persisted long beyond the expectations of people interested in the field of dance. Teachers of Physical Education have had to teach and call square dances. Men teachers with little experience in rhythms have had this responsibility thrust upon them because of popular demand.

To serve as an instructor and caller, teachers should understand some of the underlying problems and the structure of the square dance.

Many of the really good callers have been concerned with the lack of understanding of music as shown by many callers. Here are just a few of the most basic fundamentals which should be understood.

Square dance music is most frequently counted 2 beats to the measure. The caller must be able to find the steady underlying beat no matter what the rhythm may be.

The tempo of the music is also very important. This varies somewhat according to locatilies. However, most square dance music is played at the rate of 128 to 136 beats per minute. In the East, where the two step is used more commonly than the walk, the music may be played somewhat slower while in the West, where every movement including the swing is a very fast walking step, the music is played at the maximum speed of 136 beats.

Callers also should be aware of phrasing. The musical phrase in most square dance tunes is an 8 beat phrase. All figures with very few exceptions take a phrase or 2 phrases. All calls should be so arranged that figures begin and finish with the musical phrases.

There are many styles of calling and because of this many people are afraid to call. The easiest method of calling, and one which is particularly good for beginning students, is the prompting call. The simple direction for a figure is given so that it ends with the musical phrase preceding the one during which the figure is to be done. In this respect it is exactly like the commands given for tactic maneuvers.

The singing calls are fairly easy to master but are very limiting. They require special music played in the key suited to the caller's voice. Of course the caller must be able to sing.

The patter calls, though very interesting can also be confusing to beginners. They use a lot of fill in patter intended to keep the rhythm of the music and often are a lot of nonsensical jargon. They must be thoroughly memorized to be effective and must be done to an accompaniment written in a key compatible to the caller's voice. This type of calling requires skill and much practice. Good diction, proper emphasis of key words and perfect rhythm are required.

Instructors in a square dancing should also know the general structure of the square dance. Most dances have four distinct parts namely: the introduction; the figure; the chorus and the finish.

The introduction is usually simple and involves all eight dancers, such as circle to left and to the right. The figure or main part of the dance varies in the different types which will be explained later. The chorus is always done between repetitions of the figure and involves all of the dancers. It is most commonly an allemande left followed by a grand right and left half way round and finished with a promenade home. The finish which is done after the last repetition of a dance is a sort of climax to bring the dance to a conclusion. Sometimes it is merely the chorus repeated.

There are numerous types of square dances. Only the commoner forms will be listed.

1. The *single visitor* dance is one in which either the lady or gentleman visits each couple successively to dance the figure. Example: Spanish Cavalier.

2. The *visiting couple* dance is one in which each couple dances the figure with every other couple in succession. Example: Birdie in the Cage.

3. The *progressive pick-up* dance is one in which the first two couples dance the figure, then pick-up the third and finally the fourth couple is picked-up. Example: The Grapevine Twist.

4. The *breakdown* is a form in which all couples participate at once. Many of these dances involve changing partners. Example: Texas Star.

5. The *heads and sides form* involves the figure first danced by couples No. 1 and No. 3 and then repeated by No. 2 and No. 4.

There are other forms of square dances but the above are the most common. The most popular types of dances, and those being emphasized by professional callers, are the progressive pick-up and the breakdown. However, the age and experience of the dancers and the general program of dances should also be considered. The single visitor and visiting couple are not so strenuous and should be alternated with the more vigorous types. Usually three dances are called in a set and then a rest is given or some form of mixers given for the more hardy dancers.

Square dancing certainly is a sociable, informal experience but the caller-instructor must know his material thoroughly in order to make it so.

SPRINGTIME IN RENO

Waltz Sequence

Music: Spring-time in the Rockies

Formation: Square set

Call:
Oh, a left hand round your corner
And the ladies star the town
Left hand round your partner
Swing that corner round and round
Yes, swing the corner lady
And promenade the ring;
She's going home to Reno
You'll get another in the Spring.

POLKA ZU DREIEN

(Polka for three)

Music: Folk Dancer Record MH1050

Formation: One man and two ladies, or one lady and two men in sets of three facing counterclockwise around the circle.

Action:
1. All start with right foot, heel and toe polka forward 4 times. Turn around, face the other way (break hands as you do so) and repeat 4 heel and toe polkas in other direction.
2. All three make a right hand star and do 8 polka steps turning clockwise. Back by the left hand star in 8 more polka steps.
3. Repeat #1.
4. All three your hands and circle left with 8 polka steps and then right with 8 polka steps.

DINKY ONE STEP

Music: Old Time Dance Series record #L-734, is called Progressive Two Step

Formation: Ballroom position in large circle moving counterclockwise.

Action:
Man points left foot forward as lady points right foot backward.
Man points left foot backward as lady points right foot forward.
Both take four steps in line of direction
Repeat all
Point inside foot to side, return to place and step on it
Point outside foot to side, return to place and step on it
Balance step toward center of circle and away to outside
Swing partner once around with a four step pivot
Change partners and repeat.

PRETTY BABY

Music: Pretty Baby (Rainbow #118).

Formation: Couples in open position moving counter clockwise. Two counts to a measure.

Man starts left, woman right. Man's part will be described. Woman's part is opposite.

a.	Two step left and right forward (1-4)	2 M
	Step brush left and right forward (5-8)	2 M
	Step brush left forward (9-10)	1 M
	Step backward right (11), half turn right to face right, L.O.D. in two quick steps left and right (and 12)	1 M
	Repeat last two measures again starting left and finish facing partner (13-16)	2 M
	Repeat all of a	8 M
b.	Grasp partner's both hands. Pas de basque left and right in place (1-4)	2 M
	Three steps turn left in L.O.D. and touch right foot beside lebt (5-8)	2 M
	Repeat all of b. to right	4 M
c.	Face in L.O.D. inner hands joined. Four two steps forward in L.O.D. alternately face to face and back to back. Man starts left (1-8)	4 M
	Keep inner hands joined. Woman encircles man passing in front in eight walking steps. Man remains in place doing eight steps in place (9-16)	4 M
		32 M

WALKING MY BABY BACK HOME

A Mixer

Music: Walking My Baby Back Home

Formation: Large circle of couples, inside hands joined. Start with outside foot.

Walk 4 steps forward..... 2 M

Face partner, take both hands, and continue moving in line of direction with slide, close, step and arch..... 2 M

Repeat all of above in opposite direction. 4 M

Four fast two-steps in line of direction in strut fashion ..... 4 M

Face partner, lady's R hand and man's L hand joined. Lady turns under left arm of partner and walks forward to meet new partner ..... 4 M

16 M

CIRCLE DANCE

Music: Just another polka.

Formation: Double circle, facing partners, R hands held shoulder high.

I. Jump forward toward partner; jump back to place; change places in 4 steps.
Repeat I.

II. Clap hands, hook R arms and circle one. Complete turn in 8 steps.
Repeat II but hook L arms.
Move one step to right and repeat dance with new partner.

ALTAI

A Mixer

Music: Sentimental Journey (Broadcast Record #430)

Formation: Circle of couples, varsovienne position.

* Four counts to a measure. Both start left.

a. Touch left forward in front of right (1-2). Touch left sideward (3-4). Step left in rear of right (5), step right sideward (6). Three quick steps in place left, right, left (7 and 8). Repeat all of a. starting right (9-16). Repeat a. to left and right (17-32).....16 M

b. Two two steps forward left and right (1-4). Drop left hand. Girl turns outward (right) under joined right hands in two two steps while man moves forward in two two steps (5-8). Both repeat two two steps (forward (9-12). Drop right hands and man turns outward (left) under joined left hands in two two steps while girl moves forward (13-16)..... 8 M

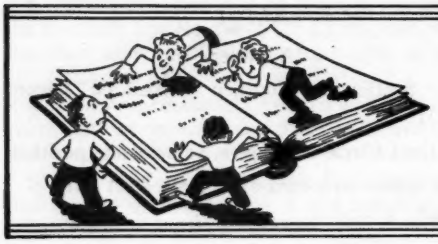
c. Four two steps forward starting left (1-8). Circle outward away from partner in four two steps (9-16)..... 8 M

FRED COZENS DIES

The passing of Dr. Frederick W. Cozens of the University of California, January 2, 1954, just a month after the death of his wife, came as a great shock to his many friends and professional acquaintances. Dr. Cozens was a tireless worker and contributed much to the literature and his efforts on behalf of his profession were legion. A little-known fact is that he organized Lambda Chapter, more than twenty-five years ago, and was an active, dues-paying member of Phi Epsilon Kappa up to his death.

As one great leader and pioneer after another apparently finishes his task and moves on to the Great Beyond, we are left with many wonderful memories, but must also face the task of finding new leadership of the same high caliber. At the moment, as we contemplate what Dr. Cozens contributed to his profession, and to society, and visualize going on without his friendship, his guidance, and his leadership, we know he left much "unfinished business." We who remain, however, realize only too well that we are better both as professional people, and as individuals for having known him, and so his leadership remains with us, and in us, after all.

The heartfelt sympathy of thousands everywhere, and especially of his brothers in Phi Epsilon Kappa, goes out to his sons.



BOOK Reviews

Edited by K. W. Bookwalter

FIELDS, MOREY R., and WEISS, RAYMOND, *Research Monograph Department of Physical Education Health and Recreation, School of Education, New York University,* New York University, 1952. 212 pp. (Mimeographed.)

Part I consists of five articles dealing with problems and methods of research pertinent to physical education, health education and recreation. Members of the staff authored these articles.

Part II contains abstracts of 35 doctoral dissertations in the field mentioned above, plus physiology of exercise, safety, and camping.

The abstracts are rather complete and meaningful. This source should be quite helpful with regard to the range of subjects included and suggestive of procedures generally.

KARL W. BOOKWALTER

GLASS, ARTHUR W., and HAMBRUM, CHARLES, *Anatomy and Physiology Laboratory Manual,* Philadelphia, W. B. Saunders, 1953. 57 pp. $...

This manual is not a reference book but a completion of standard exercises designed to aid student.

It deals with the microscope, the cell, metosis, study of the tissues, study of the blood, study of the skeleton, study of selected muscles, experiments in general physiology, and the foetal pig.

Eighty-four figures aid in the exercises and capious explanations clarify the assignments.

KARL W. BOOKWALTER

HUNSIKER, PAUL A., and MONTOYE, HENRY J., *Applied Tests and Measurements in Physical Education,* New York, Prentice-Hall, Inc., 1953. 149 pp. $2.50.

This manual is an organization of experiments with representative tests in the field. Much practice is given in simple statistical interpretation of results.

The several chapters deal with: statistics, growth and development, posture and body mechanics, physical fitness, cardiovascular condition, sports skill, social adjustment, sports knowledge, rating scales, and summary report. Twenty-five experiments are involved in all.

Directions and pictorial examples for administering the tests make for greater understanding. Work sheets enable the student to retain his basic data. There is a profile for summarizing the students' status on the various tests in comparison with college norms.

K. W. BOOKWALTER

KARPOVICH, PETER V., *Physiology of Muscular Activity* (4th Edition), Philadelphia, W. B. Saunders Company, 1953. 340 pp. $5.00.

This text was previously written by Karpovich and Schneider and has been adapted to the needs of the student of physical education.

Besides the introductory chapter, the topics of skeletal muscle, nerve control of muscular activity, the fuel for muscular work, the role of oxygen in physical exertion, work-energy and mechanical efficiency, energy cost of various activities, respiration, blood composition and transportation of gases, blood circulation and the heart, the pulse rate, arterial and venous blood pressure, coordination of various organs for muscular work, fatigue and stateness, physical work in relation to external temperature, health-physical fitness and age, tests of physical fitness, relation of body type and posture to physical fitness, physical activity for convalescents, ergogenic aids in work and sports constitute the twenty chapters.

Seventy-seven figures, numerous tables, a good bibliography and index are among the many features which add to the service-ability of this streamlined text.

KARL W. BOOKWALTER

KNAPP, CLYDE, and HAGMAN, E. PATRICIA, *Teaching Methods for Physical Education,* New York, McGraw-Hill Company, Inc., 1953. 366 pp. $4.75.

This is a textbook which is intended for preservice and in-service secondary school teachers. An effort is made to make understanding not sheer memory accompany application of the suggested teaching techniques.

The major aspects of the text are Part I, Orientation; Part II, Bases to Methods; Part III, Basic

Concepts and Techniques of Method; Part IV, Techniques of Method Applied; Part V, Relation of Method to Supervision, Administration, and Evaluation.

The nature of the learner, purpose of instruction, basic instructional procedures for class and extra class instruction, and supervisory techniques are included.

K. W. BOOKWALTER

LOGAN, GENE A., and ROLAND F. LOGAN, *Techniques of Athletic Training*, Los Angeles, Franklin Adams Press, 1952. 192 pp. $3.50.

These two authors of fine experience and training have produced this splendid source for coaches, teachers and trainers.

Thoroughly and completely illustrated directions for treatment and examples of injuries are accompanied by essential and anatomical cuts and figures. Conditioning exercises are also included.

Detailed instructions for taping, bandaging and treating the common athlete injuries are clearly given. This book should be a ready source of help to the busy workers in the field. The section on training room supplies and equipment is also helpful.

KARL W. BOOKWALTER

MOREHOUSE, LAURENCE E., and MILLER, AUGUSTUS T., *Physiology of Exercise* (2nd Edition), St. Louis, C. V. Mosby Company, 1953. 355 pp. $4.75.

The chapters of this text involve: structure and function of skeletal muscle, nervous control of muscular activity, metabolism of muscle, source of energy for muscle contraction, oxygen requirements of exercise, the heart, heart rate in exercise, circulation of blood, circulatory adjustments in exercise, pulmonary ventilation, gas exchange and transport, regulation of body neutrality, miscellaneous effects of exercise, coordination of function in exercise, the mechanics of movement, muscular strength, skill, endurance, energy requirement of physical activities, efficiency of muscular work, fatigue and recovery, physical fitness, training, diet, special foods and drugs, age-sex-body type- and race, environmental temperature.

Short chapters, liberal bibliographies for most chapters, 49 figures, several tables, a glossary and an index make for easy reading of these topics important to our field.

K. W. BOOKWALTER

NASH, JAY B., *Philosophy of Recreation and Leisure*, St. Louis, C. V. Mosby Company, 1953. 222 pp. $3.50.

The author traces the history of leisure and the reactions of various people as to the value and use of leisure. The book is divided into sixteen chapters.

The author discusses the influence of commercial mass communication on the American public. He stresses the need and effect of recreation activities and the importance of developing wholesome recreation interests early in life.

Every educator may have a comprehensive unleisure, through a thorough study of "Philosophy of Recreation and Leisure."

GARRETT G. EPPLEY

SHEPARD, GEORGE E., and JAMERSON, RICHARD E., *Interscholastic Athletics*, New York City, McGraw-Hill Book Company, Inc., 1953. 276 pp. $4.00.

This text is informative for school administrators, physical directors and coaches and is aimed as a text for courses in administration of physical education and athletics.

Topics considered are interscholastic athletics in secondary education, state high school athletic associations, current practices in the forty-eight state high school athletic associations, local administration of interscholastic athletics, facilities, purchase and care of equipment, preparations for athletic contests, budget and finance, health and safety, girls' interscholastic athletics, intramural sports, junior high schools. Appended material and an index adds to the helpfulness of the text.

The authors have added to their experience the benefits of legal findings, research in athletics, and wide reference to the better sources of books and articles. The presentation appears to be quite rational and helpful.

KARL W. BOOKWALTER

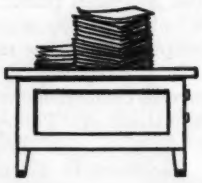
UMBACH, ARNOLD W., and JOHNSON, WARREN R., *Successful Wrestling, Its Bases and Problems*, St. Louis, C. V. Mosby, 1953. 256 pp. $4.50.

Features of this text are pictorial analysis, submission to a panel of experts, research on factors related to success in wrestling, treatment of psychological factors in successful wrestling, the role of wrestling in education, and the administration of competition.

Several chapters are essentially vivid pictorial analyses of take downs, go behind on the mat, take downs from behind, breakdowns and rides, reverses and escapes, pinning combinations, counters for take-downs, counters for go behinds on the mat, counters for take downs from behind, counters for reverses and escapes, counters for pin holds, grips, counters for half Nelsons, arm and leg holds.

Coaching know how is covered by final chapters on methods in teaching wrestling class, methods of varsity coaching, prevention and care of injuries, administration of competition, facilities—equipment and safety devices and principles of officiating.

K. W. BOOKWALTER



Recent ARTICLES

Edited by Henry J. Montoye

HENDERSON, C. B., "Ballistocardiograms After Cigarette Smoking in Health and in Coronary Heart Disease," *British Heart Journal*, 15:278-86, July, 1953.

This investigation of the effect of smoking a single cigarette on the cardiovascular dynamics of healthy persons and of patients with evidence of coronary heart disease using a high-frequency ballistocardiograph demonstrated that unusual cardiac sensitivity through nicotine is readily detected by the ballistocardiogram.

In 50 healthy, young persons, although there was considerable increase in average pulse rate after smoking, the form of the ballistocardiogram remained normal in every case. In 30 older persons believed to be healthy, a temporary abnormality of the ballistocardiogram followed smoking in 4 instances.

In 40 patients with clinical evidence of coronary heart disease the ballistocardiogram became abnormal or more abnormal in form after smoking in 15, or 38% of the cases.

In 4 patients without clinical evidence of coronary heart disease, but suffering from diseases in which coronary heart disease is a frequent complication, smoking caused ballistocardiogram abnormalities in all.

HENRY J. MONTOYE.

LIETZKE, M. H., "Running Records," *Scientific American*, August, 1952.

This is an analysis of some of the best efforts to see which records are most likely to be broken and to judge human physiological limits in running.

The performances are given in the terms of the average speed over the full distance in each case rather than the total time of race. Points on a curve represent the limit of a track athlete's possible achievements at each given distance. Where a world record for a particular distance falls below the curve, that record should be improved by the amount it falls below.

The article pointed out that a runner's best average speed at 15 seconds is .00630 miles per second, concluding that the 100 and 200 meter events are not as logical as a 150 meter event would be. After 150 meters, curves indicate that speed tends to decline, and at 140 seconds, corresponding to a distance of about 1,000 meters, the curve and speed begin to flatten out. This occurs when a runner presumably gets his second wind. After 10,000 meters, his speed rapidly falls off again.

Results show that the 100 meters should be broken by 0.1 seconds, 200 meters by 0.2 seconds, 1,000 meters by 3.1 seconds, and 2 miles by 3.3 seconds.

DONALD CAREY.

OCHSENSHIRT, NORMAN C., CHAMBERS, CLIFFORD C., and FERDERBER, MURRAY B., "Prevention and Management of Athletic Disabilities," *Archives of Physical Medicine*, 34:153-161, March, 1953.

The team physician of a major league baseball club, a major league pitcher and a physiatrist collaborate to present a discussion of athletic injuries with the focus of attention on baseball injuries. The most frequent injuries to the extremities and back are listed, followed by discussion of the means of prevention. References to the corrective procedures found to be effective in the writers' experience are listed.

The need for exacting pre and post-season physical examinations and graded pre-conditioning are emphasized. The reduction of injuries requires a team of the understanding physician, a competent trainer-therapist who knows the sport and education of the players and—above all—the public whose sons and daughters are the participants.

The management of disabilities should include: (1) An adequate diagnosis, (2) Prescribed therapy by the physician, (3) Accurate disability performance records. The trainer is welcomed to the team as long as he has the ability to cope with the disabilities arising out of athletic competition. The background recommended by the authors is: (1) A degree in physical education and experience in correctives, (2) A knowledge of sports, (3) An adequate course in physical medicine and rehabilitation, and (4) An internship or training period with a competent team physician.

The section of the paper dealing with the management of disabilities was, unfortunately, conspicuous by its briefness.

WAYNE VAN HUSS.

O'Conner, Basil, "Polio Prevention Draws Nearer," *Today's Health,* Jan. 1953.

Starting in the summer of 1951 at Provo, Utah, an army of 55,000 children dealt infantile paralysis the first severe blow.

Almost a million dollars in March of Dimes funds were provided for the project. The purpose was to find out whether gamma globulin, a part of human blood, would protect children against paralytic polio.

Half of the children received injections of gamma globulin; the remaining half received "blank" injections. The doctors watching the results did not know which child got what substance.

Twenty-six of the children who had received injections of gamma globulin had contracted paralytic polio as compared to 64 cases of paralytic polio in equal number of children who had received "blanks."

From this report it appeared that the greatest protection offered by gamma globulin occurred from the second through the fifth week following injection.

Basil Godbold.

Slater-Hammel, Arthur, "Visual Blackout in Athletics," *Athletic Journal* 33:28, May, 1953.

A previous study by Dr. Robert W. Lawson of the University of Sheffield indicated that the blinking blackout interval ranges from 0.1 to 0.3 seconds. This is a relatively long interval if one considers that it takes a baseball only 0.4 to 0.6 seconds to travel from pitcher to catcher.

The present investigation was similar to Dr. Lawson's except that a somewhat different method of measuring the time interval was utilized. The results indicated that the blackout threshold, that is the interval during blinking below which all lights were missed and above which all lights were seen, was 0.07 seconds on the average. The range based upon 25 students subjects was 0.04 to 0.09 seconds. Although this interval is quite a bit shorter than that reported by Dr. Lawson, blinks could still mean the difference between success and failure in many athletic situations.

Raymond Phillips

Taylor, Janet A., and Spence, Kenneth W., "The Relationship of Anxiety Level to Performance in Serial Learning," *Journal of Experimental Psychology,* 44:61-64, August, 1952.

Forty introductory psychology students were selected to test the theoretical expectation that the performance of anxious (high drive) subjects would be inferior to that of non-anxious (low drive) subjects in a learning situation that involved competing responses, i.e., a trial and error type of learning situation. The subjects were selected on the basis of extreme scores obtained by a manifest anxiety scale developed by Taylor. One group of twenty subjects (high drive) were those whose scores fell in the upper fifteen per cent of the class distribution and the other (low drive) group was composed of those twenty members whose scores fell in the lower fifteen per cent. A Hull-type memory drum was used for the presentation of a serial involving twenty choices. The results were in agreement with the theoretical expectation that the anxious subjects would make a greater number of errors and require a larger number of trials to reach the learning criterion.

William R. Pierson.

Upjohn, Harold L., Shea, Julia A., Stare, Frederick J., and Little, Lou, "Nutrition of Athletes," *Journal of the American Medical Association,* 151-818-9, March 7, 1953.

The major premise of the authors' is that feeding athletes is basically no different from feeding the average individual. However, they have suggested various types of meals for the day of the game, along with proposed times for eating depending upon the time of the game. The important governing factor is said to be that of the athlete's weight. If he continues to gain with his present eating habits there should probably be some changes made. Therefore, the principles of good nutrition, applicable to both athlete and non-athlete, should be that "In order to fulfill its functions, a training table should encourage its members to eat and like a variety of foods . . . every day to maintain a weight at the desired level."

Paul A. Robbins.

Wisham, Lawrence H., Abramson, Arthur S., and Ebel, Alfred, "Value of Exercise in Peripheral Arterial Disease," *Journal of the American Medical Association,* 153:10-12, September 5, 1953.

By employing the radiosodium clearance technique, the effects described below of different kinds of exercise on tissue circulation were demonstrated. The results are approximately the same in the normal, healthy controls as in the patients with arterial disease. Passive, postural exercises have little effect on blood flow through the extremities involved. In some instances there was a minor increase. Active exercises in which the subject contracts the muscles in his limb are effective in increasing blood flow during and shortly after its administration. The effect of exercise increases with increase in muscular effort and the most effective form of exercise insofar as increasing the blood flow is concerned, is that in which the muscles of the involved extremities are offered considerable resistance against their contraction.

Henry J. Montoye.

Who's Who in the Profession

Edited by K. W. Bookwalter

ROSALIND CASSIDY was born in Quincy, Illinois, July 17, 1895. She received her B.S. degree from Mills College in 1918; M.A. in 1924, and Ed.D. in 1937, both from Columbia University.

Her professional teaching career began at Mills College in 1918. In 1925 she was assistant to the president, and from 1925-39, served as chairman of the Department of Physical Education, was Director of Summer Sessions, 1939-42, and visiting professor at the University of Wisconsin the summer of 1934, and at the University of North Carolina, in 1944. She is presently professor of Physical Education, U.C.L.A.

Dr. Cassidy holds memberships in many professional organizations and has held many offices. Some of these are: Vice-president, California AHPER; District President, Western Society of Directors of Physical Education for Women in Colleges and Universities, 1921-31; National Vice-president, National Camp Directors of Physical Education for Women, 1934-37; Consultant, Federal Security Agency, 1945; and member, Liaison Committee for International Education UN Organization Conference.

Some of her honors are: Fellow, AAHPER; American Academy; Fellowship Award, Rockefeller Foundation; Phi Beta Kappa; and Kappa Delta Pi. She is also listed in both *Who's Who in American Education, and Who's Who Among Women in America.*

Dr. Cassidy is the author and co-author of many publications. Some of these are: Author of *New Directions in Physical Education; Physical Fitness for Girls;* and *Group Experiences;* co-author of *The New Physical Education; A Program of Naturalized Activities for Education Toward Citizenship; and Methods in Physical Education.*

ROSALIND CASSIDY

DOROTHY LA SALLE

DOROTHY LA SALLE was born at Lake Geneva, Wisconsin, on June 2, 1895. She received her B.S. degree in 1917, M.A. in 1931, and Ed.D. in 1944, all from Columbia University.

Her professional experience includes supervisor of health education, Detroit Public Schools; Director, Play Schools, New York City, 1926-29; Executive Secretary Committee on School Child, White House Conference on Child Health, 1929-31; Director, Health and Physical Education, Public Schools, East Orange, New Jersey, 1931-41; Senior Specialist, U. S. Office of Education, 1942-44; Visiting professor, University of Michigan, 1945-46. She also was associated with the Promotion of U. S. Office of Education, 1942-45. She is presently associate professor of health and physical education, Wayne University.

Dr. La Salle holds memberships in many professional and honorary organizations: American Public Health Association; Michigan Schoolmaster's Club; New Education Fellowship; National Association of College Teachers of Physical Education for Women; Kappa Delta Pi; and Pi Lambda Theta.

Offices include: National Chairman Teacher Education Section, Public Schools Section, Health Instruction Section, AAHPER; Vice-president for Health Education Midwest Association; Member, Legislative Board, National Section on Women's Athletics, and Dance.

Her honors are: Fellow, American Public Health; and AAHPER; and in *Who's Who in American Women,* and in *Leaders in Education.* She is author of *Guidance of Children Through Physical Education, Physical Education for Classroom Teachers, Play Activities,* and *Rhythms and Dances,* editor for the SCHOOL HEALTH PROGRAM.